American Public University System

The Ultimate Advantage is an Educated Mind

<table>
<thead>
<tr>
<th>Education</th>
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<tbody>
<tr>
<td>EDU 525</td>
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<tr>
<td>Classroom Management</td>
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<tr>
<td>Credit Hours = 3</td>
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<tr>
<td>Length of Course = 16 weeks</td>
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<tr>
<td>Prerequisite: EDU 503 (May be taken concurrently)</td>
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Instructor Information

Instructor: APUS Faculty

Course Description (Catalog)

This course examines classroom-management models and theoretical and empirical approaches to classroom management. The course helps students develop appropriate classroom management skills including decision-making and problem-solving, explores the merits and limitations of each classroom-management model, and examines the rationale when each approach to classroom management could be most appropriately implemented. The course also presents concepts of extrinsic and intrinsic motivation; the concept of self-motivation; assertive, positive, and cooperative discipline; and examines the relationships among classroom environment, classroom behavior, and learning. In this course, students will focus on implementing interventions for preventing and managing routine and disruptive discipline problems in a practical manner to include establishing effective classroom rules and procedures, relationships, role of parents, and helping students contribute to a positive learning environment that is relevant to their lives. Information provided in this course is directly linked to the Interstate New Teacher Assessment and Support Consortium (INTASC) standards. A field observation classroom experience where students apply what they are learning is a requirement of this course.

Course Scope
This course focuses on behavior management and cognitive-behavior modification with emphasis on tools and techniques how teachers can help motivate students to change and manage their own behavior. It emphasizes practical, contemporary classroom-tested techniques and strategies that range from initial classroom organization to development of specific classroom management plans. It includes addressing steps to make classroom routines more effective and how to communicate to students the importance of each behavior and is a detailed investigation of various theories and models of classroom management and motivation. This is a challenging course both intellectually and on a personal level.

**Course Objectives**

After successfully completing this course, students will be able to:

1. Identify and evaluate different classroom-management approaches.
   (WVPTS 2E2, ISTE 1A, 1D, 3D, 5C, NCATE 1C)
2. Discuss routine and disruptive events in the classroom.
   (WVPTS 2D1, 3B2, 2E1, 2E2, 2E3, 2F1, 2F2, 3B2, ISTE, NCATE 1C)
3. Implement effective classroom and behavior management techniques that best fit the learning needs of students.
   (WVPTS 1D1, 1D2, 2A1, 2A2, 2A3, 2C1, 3A1, 3A2, 3B1, 3B2, 3D1, 3D2, 3D3, 3F1, 3F2, 3F3, ISTE 1A, 1D, 2A, 2B, 2C, 4B, NCATE 1B, 1C, 1D, 3C, 4A, 4B)
4. Compare and contrast traditional and contemporary classroom discipline and management strategies.
   (WVPTS 2B1, 2B2, 2B3, 2C2, 2D1, 2E1, 2E2, 2E3, 3B1, 3D1, 3D2, 3F2, ISTE, NCATE 1C)
5. Identify alternative instructional management systems.
   (WVPTS 2A3, 2B3, 2E2, 2E3, 3D1, 3D2, ISTE, NCATE 1C)
   (WVPTS 2E2, 2E3, 3F3, ISTE, NCATE 1C, 3C, 4A)
7. Recognize that some disruptive events are generated outside of the classroom by a larger system or parents.
   (WVPTS 5A2, 5B2, 5C1, 5D1, 5D2, 5F1, 5F2, ISTE 5A, NCATE 3B, 4D)
8. Integrate theoretical concepts into classroom / instructional practices.
   (WVPTS 2A1, 2B3, 2C1, 2D1, 2E1, 2E3, 2F1, 3B1, 3B2, 3D1, 3F2, 4A1, 5D1, 5D2)
9. Establish effective teacher-student-parent relationships in supporting rule enforcements.
   (WVPTS 2B, 2B2, 2B3, 3D2, 3F3, 5A2, 5D1, 5D2, 5F1, 5F2, 5I1
   (ISTE 3B, 3C
   (NCATE 1G, 4A, 4D

10. Create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation in which diversities are valued.
   (WVPTS 1A3, 1D1, 2A2, 2A3, 2B3, 2C1, 2C2, 2F1, 2F2, 3A1, 3A2, 3B1, 3C2, 3D1, 3D2, 3D3
   (ISTE 1A, 1C, 1D, 2A, 2B, 2C, 3B, 3C, 4B, 4D
   (NCATE 1C, 3C, 4A, 4D

11. Develop and improve classroom management strategies to include reward systems for individual students and for class-wide recognition.
   (WVPTS 2C2, 2E1
   (ISTE
   (NCATE

12. Develop a classroom management plan to meet the needs of a specific student.
   (WVPTS 2A3, 3A2, 3D3, 3F1, 3F2, 3F3, 4C1
   (ISTE 2A, 2B, 2C
   (NCATE 1C, 1D, 3B, 3C

13. Evaluate the curriculum for relevance to students’ lives.
   (WVPTS 1D1, 2A1, 2A3, 3A1, 3D1, 3F1, 3F2
   (ISTE 1B, 2B, 3D
   (NCATE 1A, 1C

14. Describe the importance of the teacher as a role model and the roles of both student and teacher in academic accountability.
   (WVPTS 2B1, 2B2, 2B3, 2E1, 2F1, 3B1, 3E4, 5A1, 5A2
   (ISTE 1C, 1D, 3B, 3C, 3D, 4D
   (NCATE 1G, 3C

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**Course Delivery Method**

This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system will be made available to each student. Online assignments are due by Sunday evening of the week as noted and include Forum questions (accomplished in groups through a threaded Forum), and individual assignments (submitted for review by the Faculty Member). Assigned faculty will support the students throughout this sixteen-week course.

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**Course Materials**

Course Textbooks:

**Three textbooks are required for this course**

Students should also become familiar with the INTASC Standards. (See website URL Below)

In addition to the required course texts the following public domain Websites are useful. Please abide by the university academic honesty policy when using Internet sources as well. Note Web site addresses are subject to change.

<table>
<thead>
<tr>
<th>About Education discipline</th>
<th><a href="http://712educators.about.com/od/discipline/">http://712educators.about.com/od/discipline/</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Classroom Information</td>
<td><a href="http://www.disciplinehelp.com">http://www.disciplinehelp.com</a></td>
</tr>
<tr>
<td>Center for Adolescent and Family Studies</td>
<td><a href="http://www.indiana.edu/%7Ecafs/index.html">http://www.indiana.edu/%7Ecafs/index.html</a></td>
</tr>
<tr>
<td>Classroom Management Sites</td>
<td><a href="http://www.ez2bsaved.com/class_manage.htm">http://www.ez2bsaved.com/class_manage.htm</a></td>
</tr>
<tr>
<td>Classroom misbehaviors list and tips for handling them</td>
<td><a href="http://www.honorlevel.com/techniques.html">http://www.honorlevel.com/techniques.html</a></td>
</tr>
<tr>
<td>ERIC Clearinghouse on Teaching and Teacher Education</td>
<td><a href="http://www.ericsp.org/index.html">http://www.ericsp.org/index.html</a></td>
</tr>
<tr>
<td>NEA Classroom Management</td>
<td><a href="http://www.nea.org/">http://www.nea.org/</a></td>
</tr>
<tr>
<td>Office of Special Education Programs</td>
<td><a href="http://www.ed.gov/parents/needs/speced/edpicks.jhtml?src=sm">www.ed.gov/parents/needs/speced/edpicks.jhtml?src=sm</a></td>
</tr>
<tr>
<td>Teacher Talk Homepage</td>
<td><a href="http://educate.educ.indiana.edu/cas/tt/ttarticles.html">http://educate.educ.indiana.edu/cas/tt/ttarticles.html</a></td>
</tr>
<tr>
<td>Teaching Help</td>
<td><a href="http://www.foothill.net/~moorek/index.html">http://www.foothill.net/~moorek/index.html</a></td>
</tr>
<tr>
<td>Teachers Helping Teachers</td>
<td><a href="http://www.pacificnet.net/~mandel/">http://www.pacificnet.net/~mandel/</a></td>
</tr>
<tr>
<td>Websites list of classroom management information</td>
<td><a href="http://drwilliampmartin.tripod.com/classm.html">http://drwilliampmartin.tripod.com/classm.html</a></td>
</tr>
</tbody>
</table>

**Evaluation Procedures**

**Homework assignments (7) - 5 points each**
Throughout the semester you will write responses to weekly questions (weeks 1 – 3 and 5 – 8). These responses
involve analyses of readings, comparing and contrasting the views of authors, and critique of arguments presented in readings or the class. Papers will be graded for accuracy of interpretation, rigor of argument, and clarity of expression. Papers should be 3 – 5 pages in length.

Simulation Project – Discipline Strategies -20 points
Simulation Project

Based on your observational experiences, describe 4 scenarios involving disruptive behaviors. Each scenario should be at least 1-2 pages long and include detailed information about student characteristics, the school setting, etc. (Note: use pseudonyms for students and schools described.) Your completed scenarios should be uploaded into the Situation Assessment assignment. (17 points)

You will then choose two of your scenarios and upload them into the Module 4 Forum. (3 points) You will be responsible to assess the problems and provide a description of how you would handle the situation. You will need to have a policy for the school in which you are observing to support your course of action. If there is no clear policy related to your scenario state this. In addition, cite the theoretical basis for your course of action.

Students will need to identify which events are normal and which are disruptive. Each event will have a list of possible actions that will allow the user to make a choice. Points are awarded for handling an event according to policy and deducted for failure to follow policy. Debriefing periods will be provided to the user at regular intervals and each will receive a summary of their performance at the conclusion of the simulation. Each student will write, and upload folder, a reflective summary of their performance identifying the events detected, events missed, rules broken, rules followed, and any bonus points they received – as well as describe what was learned from completing the simulation.

Case Study- 24 points
Case Study
Completion of a case study is a requirement of the course. Your case study requires you to work with a cooperating teacher and conduct a direct observation and activity in a school of your choice. For this case study you will be required to assess the individual strengths, needs, and goals (e.g. attention-seeking; power seeking; revenge-seeking; or failing to avoid) of a student and to use this information to develop or modify a general education lesson in your content area. In this case study, you will focus on the adaptation of a lesson for this student within an individual or group instruct format. In cooperation with your cooperating teacher you need to develop a class sociogram where your classroom members identify the two students they would like to work with in a group. Determine where your selected student is with the sociogram grouping (accepted, excluded, or rejected). You will write your lesson plan using literature on development and adaptations, and assessing the efficacy of the adaptations, including evidence of student academic and social learning and address the findings of the sociogram. Your developed lesson plan and summative evaluative will become part of your personal portfolio.

Selection of your student – You should select a student after some observation of the classroom setting, and with the assistance of your cooperating teacher. You must protect the confidentiality of students, teachers, staff, and school pseudonyms and use them consistently throughout your reporting the case study.

Assessing your student – You need to describe the student, referencing the course readings as a guide. Use information that provides a general profile. At a minimum you should answer the questions:

- What are the student's age, abilities in development domains, grade level, and recent assessment information in academic areas?
- How does the student prefer to receive new information (e.g., textbook, discussion, observation, lecture)?
student react negatively to any particular format? If so, why?

- How is the student regarded by other students in the class?
- What type of instruction does the student appear to most benefit?
- What types of information sharing are most/least challenging for the student (e.g. worksheet, essay, term work problem/math, oral report, group discussion)?
- What academic skills and social skills does the student excel in or lack in within general education setting?

**Plan and teach your lesson** – In cooperation with your cooperating teacher and based on the data obtained from the assessment above, modify a lesson that you will teach and incorporate one or more adaptations specifically designed to benefit your target student. This adaptation can be implemented for the whole class, a small group within the class, or the target student, depending on your information and goals. Justify your adaptation by referring to course readings, completed sociogram, the student’s IEP, and other relevant information. Your lesson should not exceed 50 minutes in duration. It can be accomplished as a private or small group tutoring or extracurricular session if actual classroom becomes problematic.

**Reflect and Evaluate on Your Teaching** – How would you change the lesson and its adaptations next time? Why would you expand on this lesson to challenge the students’ learning in new directions or use this student’s population to help others improve their work? How would you change the adaptations or scaffolding you provided your student to afford more independence or interdependence in their learning?

**Forum Participation (7) - 3 points each**
The Forum will be employed as a forum for discussing issues of interest to the class through the web. Students are required to post their biography in the Forum (week 1) and participate each week in a Forum thread (weeks 1 – 8). Also, appropriate “NETIQUETTE” should be followed for all postings.

<table>
<thead>
<tr>
<th>Grade Instruments</th>
<th>% of Final Grade</th>
</tr>
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<tbody>
<tr>
<td>Module homework assignments (Seven assignments at five points each)</td>
<td>35%</td>
</tr>
<tr>
<td>Discipline Simulation</td>
<td>20%</td>
</tr>
<tr>
<td>Case Study</td>
<td>24%</td>
</tr>
<tr>
<td>Seven Forum participation occurrences at three points per module</td>
<td>21%</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
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</table>

The success of this course depends on our ability to have read the assigned readings closely, to have thought carefully about the points raised or ignored by author, and to bring to the group your questions and concerns about their thoughts positions into the discussions groups. Prior to each class I will post Announcements and outline the focus of the subsequent session and direct your reading. Having prepared the readings prior to class ensures your productive participation.
Classes will typically begin with a question I have posed the previous week. We should work to achieve conversations exchanges with each other through Forums and emails, constructively challenging each other to think broadly and critically about ideas or assertions posed by the readings.

In all participation and assignments I am looking for evidence of:

- demonstration of substantial knowledge and higher order thinking and analytic skills and application of familiar concepts, terms, and processes learned/read/discussed;
- critical contemplation, i.e., "grapple" with issues and topics;
- appropriate use of knowledge learned;
- imaginative thinking and responses to challenges/problems/issues;
- exploring underlying assumptions about the lifelong value of education and classroom management of specific;
- clarity of expression and logical connection among ideas expressed;
- writing that reflects precise and concise thinking;
- excellent grammar, syntax, and spelling.

### Course Outline

16 Week Course

<table>
<thead>
<tr>
<th>Module</th>
<th>Topic(s)</th>
<th>Learning Objective(s)</th>
<th>Reading(s)</th>
<th>Assignment(s)</th>
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<tbody>
<tr>
<td>1</td>
<td>Foundations of Classroom Management</td>
<td>Evaluate different classroom management approaches.</td>
<td>Emmer – Chapters 1 and 2</td>
<td>Post your biography in the Intro Forum</td>
</tr>
<tr>
<td></td>
<td>Organizing a Classroom and Materials</td>
<td>Analyze classroom environments and interactions.</td>
<td>Hardin – Chapter 1</td>
<td>Submit HW#1 – Compose a position paper that presents your philosophy and beliefs about:</td>
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<tr>
<td></td>
<td></td>
<td>Reflect on personal skills and philosophy about teaching and classroom management.</td>
<td>Payne – None</td>
<td>a. instructional strategies;</td>
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<td></td>
<td></td>
<td>Describe how appropriate room preparation and arrangement of materials help promote classroom efficacy</td>
<td>Read INTASC Standards 2 and 5</td>
<td>b. curriculum components;</td>
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<td></td>
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<td>c. classroom rules/procedures, consequences, and rewards;</td>
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<td></td>
<td></td>
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<td></td>
<td>d. student and teacher relations and</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>e. administrative and parent influences</td>
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</table>
Complete the “Teacher Talk - W" Your Classroom Management Plan" found at:
http://education.indiana.edu/cas/tt/v1i2

This quiz will help you determine your style of classroom management. It falls into four categories: Authoritarian, Authoritative, Laissez-faire, Independent.

Participate in Forum One – Which classroom management style do you think is most effective? Least effective? How do teachers really employ a variety of styles in a classroom environment? How would your comments into the Forum affect your class discussion?

Classroom Management as Discipline – Behavioral and Assertive Approaches

Discuss the principles behind a behavioral approach and an assertive approach to classroom management to include strengths and weaknesses of the approaches.

Evaluate the role of extrinsic rewards on students’ behavior and establish appropriate reward strategies for individual students and for classwide recognition.

Develop behavioral and assertive strategies for classroom management

Describe behavioral and assertive techniques and determine whether to incorporate them into a classroom setting.

Discuss the importance of the first day of class.

Submit HW#2 – Read and respond to two scenarios by answering the questions following each scenario.

a. Eleventh grade history teacher Bilyeu is having a problem with tardiness in a period class. At the beginning of the semester a few students were tardy to class. He thought it best to ignore the students and to continue with his lectures. Now, almost half the students in his fifth-period class are tardy for class. He wants to resolve this problem.

Q1 – How can behavioral (behavior modification) and assertive approaches presented in the class readings be used to resolve this problem?
Q2 – How would you handle this situation? Would you use a behavioral or an assertive approach? Which specific techniques would you use? Why?

Ninth-grade social studies teacher Cansler is having a problem with his students, Cary Kirby. Cary arrives each day without the required materials for class. Some days it is a pencil; other days it is his textbooks. Each day Cary asks...
return to his locker to retrieve an item. Mrs. Cansler feels she is in a win-win situation. If she allows Cary to return to his locker, she loses valuable instructional time. If she refuses, she makes him unable to do his work.

Q1 – How could the principles of Assertive Discipline be used to change Cary’s behavior?

Q2 – What could go wrong with this approach? Explain how you would handle this while staying within the framework of Assertive Discipline. Explain why/how you would abandon this approach in favor of another strategy.

Participate in Forum Two – How could “ownership” of their class can you extend to your students? How do you reward them for doing a “good” job and punish them for doing a “poor” job? Is there too much emphasis on extrinsic rewards in classrooms today? Post comments into the Forum and comment on two of your classmate’s posts.

| 3 | Classroom Management as Discipline cont’d – Positive and Cooperative Approaches | Discuss the principles of Positive Classroom Discipline. Explain the impact of nonverbal communication in setting limits in the classroom. Apply Positive Discipline in the Classroom Evaluate classroom seating and materials arrangement in maintaining appropriate classroom control. Evaluate the relationship between instruction and classroom management. | Emmer – Chapter 4
Hardin – Chapters 4 and 5
Payne – None
Read INTASC Standards 2, 5, 8, and 9 | Submit HW#3 – Jones’s model has been called an “in your face” approach. Answer the following questions:

1. Should instruction be terminated when discipline is needed, should discipline precede instruction, as Jones suggests? Explain your reason.

2. How “in your face” model? How might a teacher’s manner affect the students’ influence the over effectiveness of the model? |
Describe the key points about human behavior and classroom management drawn from the research of:

a. Jones  
b. Adler  
c. Dreikurs  
d. Albert  
e. Nelson

3. What types of students might not respond to Jones’s approach?  
4. Do you agree with Jones’s philosophy of group productivity, or why not?  
5. Can this model be combined with other strategies you found in this reading, or would that lead to confusion and inconsistencies?

Identify alternative classroom management systems and explain what motivates student behavior.

Describe how the social structure of a classroom can be identified using a sociogram.

Discuss the research concerning the use of consequences as an alternative to traditional punishment.

Discuss the principles of Cooperative Discipline

Participate in Forum Three  
Cooperative discipline theory presents the possibility for a more individual approach to discipline. Which do you consider more critical – to be consistent or to deal with students as individuals? In your discussion reference the principal perspectives of Emmer and of the theorists cited in the Hardin text for this week. Post your comments in the Forum and comment on two classmate’s postings.

In a short email to your professor, let your professor know your plan to complete your case study prior to the end of this course.
<table>
<thead>
<tr>
<th>Hypothetical and real-life case studies to formulate solutions to problem situations in a classroom environment</th>
<th>Identify and address disruptive events in the classroom.</th>
<th>Identify different personalities of students in the classroom.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognize that some disruptive events are generated outside of the classroom by a larger system.</td>
<td>Develop and improve classroom management strategies.</td>
<td>Experience use of a simulation in the classroom.</td>
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</table>

**HW#4: Simulation Project**

Based on your observational experiences, describe four (4) scenarios involving disruptive behaviors. Each scenario should be at least 1-2 pages long and include detailed information about student characteristics, the setting, etc. *Note - please use pseudonyms for students and schools described.* Submit these to the assignment by midnight on Friday of the first week of the module.

**Forum Four: Situational Assessment**

During the second week of the module, your instructor will post some of the homework scenarios in the Module Forum. You will choose two of the scenarios, assess the problems and provide a description of how you would handle each situation. Cite the theoretical basis for your course of action.

Also, you will need to cite policy and procedures of your school in which you are observing in support of your course of action. If there is no clear policy related to the scenario, state this. Complete your assessment (i.e. post your own thread) by Wednesday night of the second week of the module.
Discuss knowledge about human behavior drawn from:
   a. Reality Therapy
   b. Control Theory
   c. Choice Theory

Apply techniques from:
   a. Reality Therapy
   b. Choice Theory

Discuss the essential elements of a Quality School.

Describe Glasser’s concepts for classroom management and discuss how you can incorporate them into your classroom.

Evaluate curriculum for relevance to students’ lives.

Explain how classroom meetings can help manage curriculum and discipline problems.

Evaluate the impact of teaching style and strategies on discipline.

Prevent situations that require discipline from occurring.

Discuss strategies for dealing with students with the potential for violence and aggression.

Explain techniques for involving students in resolving classroom problems.

Distinguish between productive praise and evaluative praise.

Describe the principles behind Classroom Organization and Management Program (COMP).

Submit Homework #4 -
   a) Which strategies from "Building Community" would you incorporate into your overall classroom management plan? Explain your reasoning along the lines of the type/age of classroom you envision.
   b) As a way to demonstrate your understanding of the concepts discussed in the module, select one case and briefly describe the situation. Then describe the community-building strategies you would use to solve the problem.

Participate in Forum Discussion
In Ms. Resnik’s tenth-grade history class, students frequently get into arguments. Most of these altercations begin when one student calls another student a derogatory name. When Ms. Resnik intervenes, Ms. Resnik usually excuses the student who was only kidding.” Regardless of the intent, the result is loss of class time, hurt feelings, and adversarial feelings between students. How can Ms. Resnik change the behavior of her tenth-grade students? Post your comments in the forum and comment on two of your classmate’s postings.

• What learning community dynamics may have caused the event to occur? What suggestions would Glasser give Ms. Resnik for dealing with this? What would you suggest or do? Explain your reasoning. Post your comments into the discussion board in the first week.

• Comment on at least two classmate’s postings by the second week. (In the replies, also address to what extent the scenarios proposed need to be handled at the
<table>
<thead>
<tr>
<th>6</th>
<th>Classroom Management as Instruction</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Describe an effective classroom manager.</td>
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<td>Evaluate the philosophical tenets upon which Inner Discipline is based.</td>
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<td></td>
<td>Discuss the principles of Reconciliatory Justice.</td>
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<tr>
<td></td>
<td>Evaluate classrooms to determine if they are:</td>
</tr>
<tr>
<td></td>
<td>a. Jellyfish</td>
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<td></td>
<td>b. Brickwall</td>
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<td></td>
<td>c. Backbone</td>
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<td>Differentiate between punishment and discipline.</td>
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<td>Describe “Skillstreaming” and evaluate the curriculum of Skillstreaming.</td>
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<td></td>
<td>Determine appropriate instructional strategies to be used in developing social skills to include:</td>
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<tr>
<td></td>
<td>a. listening</td>
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<td></td>
<td>b. summarization</td>
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<td></td>
<td>c. sharing</td>
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<td></td>
<td>d. taking turns</td>
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<td></td>
<td>e. giving support</td>
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<td>Submit HW#5 – Please answer the questions:</td>
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<tr>
<td></td>
<td>1. Which tenets of Discipline match personal philosophy of classroom management? Which do you deal with? Why? (Answer the age or type of student you deal with and how it influence your view.</td>
</tr>
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<td>2. What value do you see in Reconciliatory Justice in the classroom? Could you use this concept in your classroom? (Consider the age and type of students you work with as well as time constraints and other factors that might influence your use of this strategy.)</td>
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<td>Participate in Forum Discussion</td>
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<td>Mr. Gatlin has divided his 5th grade class into groups of 4 for the learning unit on ancient Greece. He has comprised each group so that the fair distribution of ability, leadership etc. By the third day, problems had arisen:</td>
</tr>
<tr>
<td></td>
<td>* One group is complaining that their member is not participating and doing his share even after he voiced enthusiasm for volunteering to do a certain part of</td>
</tr>
</tbody>
</table>
Another group is complaining Rebecca is being too bossy and not letting everyone have an equal voice. Rebecca complains that the group is disorganized, acts silly sometimes, and she will fail this unit if she doesn’t change.

What kinds of actions should Mr. take for each situation? Why? What do the readings can back you up in your ideas?

Post your comments into the discussion board and comment on two of your classmates’ postings.

| Conflict resolution and Peer Mediation | Describe the difference between conflict resolution and peer mediation. | Emmer – Chapters 7 - 9
Hardin – Chapters 12 and 13
Payne – None
Read INTASC Standards 3 and 9 |
| Judicial Discipline | Apply conflict resolution and peer mediation skills in the classroom. | |
| | Explain the basic reasons conflict occurs in the classroom. | |
| | Describe Judicial Discipline, how it can bond students to the school community, and how it can be applied in the classroom. | |
| | Explain due process and the rights guaranteed by the United States Constitution. | |
| | Establish classroom rules based on the 1st, 4th, and 14th Amendments to the U.S. Constitution. | |
| 7 | Describe the difference between conflict resolution and peer mediation. | |
| | Apply conflict resolution and peer mediation skills in the classroom. | |
| | Explain the basic reasons conflict occurs in the classroom. | |
| | Describe Judicial Discipline, how it can bond students to the school community, and how it can be applied in the classroom. | |
| | Explain due process and the rights guaranteed by the United States Constitution. | |
| | Establish classroom rules based on the 1st, 4th, and 14th Amendments to the U.S. Constitution. | |

- Submit HW#6 – Answer questions in a discussion theme of this module:
  - Do you consider conflict resolution to be applicable to all conflicts that arise in schools? Why or not?
  - Are there types of students or student behavior that might not respond well to conflict resolution?
  - Are there types of conflicts that could be negated and resolved, but are mediated by adults rather than by peer mediators?

Participate in Forum Discussion Committee of faculty, adminstration...
parents at your school are reviewing the school’s zero-tolerance policy. The committee has incorporated the policy two years ago as a response to the increased number of fights at the school. Most of these fights were the result of simple misunderstandings and could have been resolved before punches were thrown. The committee fears that a reversal of the zero-tolerance policy will send a message that violence is tolerated. The committee also realizes the policy creates more problems than it resolves.

Answer the question - What could be done to provide an alternative to the zero-tolerance policy?

Post your comments into the Forum to comment on two of your classmate's postings.

| 8 | Classroom Management and Diverse Students, Students with Disabilities, and At-Risk Students | Describe strategies that create a classroom environment that respects individual differences. | Emmer – Chapter 10 |
|   | Meeting the needs of the Teacher, the Students, and the School Environment | Use knowledge of different cultural contexts in managing student behavior and developing classroom management plans. | Hardin – Chapters 14 and 15 |
|   |   | Implement culturally sensitive communication by and among all students in the classroom. | Payne – None |
|   |   | Identify students who have a tendency towards violent or abusive behavior. | Review all INTASC Standards |
|   |   | Evaluate the impact of: a. a teacher’s philosophy, personality, and style on the selection of a classroom management plan | Submit HW#7 – Review your HW submitted assignment and reflect your initial position about classroom management. In what ways has it changed during this course? |
|   |   | b. teaching strategies on a classroom management plan | Submit Case Study lesson plan and reflective notes. |
|   |   | Participate in Forum Discussion. What will you do to prevent behavior problems in your classroom? If problems arise, how will you correct them? Compose an action plan that covers problem prevention and correction. | Post your comments into the Forum to comment on two of your classmate's postings. |
c. a teacher-centered or student-centered approach to classroom management

Describe ways to prevent student misbehavior.

Discuss how the school environment impacts individual management plans.
• **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors’ publication, and services to search and borrow research articles from other libraries.

• **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.

• **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.

• **Turnitin.com:** Turnitin.com is a tool to improve student research skills that also detect plagiarism. Turnitin.com provides resources on developing topics and assignments that encourage and guide students in producing work that are intellectually honest, original in thought, and clear in expression. This tool helps ensure a culture of adherence to the University's standards for intellectual honesty. Turnitin.com also reviews students’ papers against matches with Internet materials and with thousands of student papers in its database, and returns an Originality Report to instructors and/or students.

• **Smarthinking:** Students have access to 10 free hours of tutoring service per year through Smarthinking. This service is available in the following subjects: math (basic math through advanced calculus), science (biology, chemistry, and physics), accounting, statistics, economics, Spanish, writing, grammar, and more. Additional information located in the Online Research Center. From the ORC home page, click on either the “Writing Center” or “Tutoring Center” and then click “Smarthinking.” All login information is available.

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**Selected Bibliography**


Cipani, E. (2004). *Classroom management for all teachers: 12 plans for evidence-based practice* (2nd ed.). Upper...


Requirements by Module

Module Assignments:

Module 1

Topics:
- Foundations of Classroom Management
- Organizing a Classroom and Materials

Learning Objective(s):
1. Evaluate different classroom management approaches.
2. Analyze classroom environments and interactions.
3. Reflect on personal skills and philosophy about teaching and classroom management.
4. Describe how appropriate room preparation and arrangement of materials help promote classroom efficac

Reading:
- Emmer – Chapters 1 and 2
- Hardin – Chapter 1
- Payne – None
- Read INTASC Standards 2 and 5

Assignments:
- Post your biography in the Introduction Forum
- Submit HW#1 – Compose a position paper that presents your philosophical assumptions and beliefs concerning classroom management. Your position paper should communicate your classroom management philosophy:
  a. instructional strategies;
  b. curriculum components;
  c. classroom rules/procedures, consequences, and rewards;
  d. student and teacher relationships; and
  e. administrative and parental influences
- Complete the “Teacher Talk - What is Your Classroom Management Profile?” found at: http://education.indiana.edu/cas/tt/v1i2/what.html This quiz will help you determine your style of classroom management. Includes four categories: Authoritarian, Authoritative, Laissez-faire, Indifferent
- Participate in Forum One – Which classroom management style do you feel is most effective? Least effective? Can a teacher really employ a variety of styles in a classroom environment? How? Post your comments in the Forum and comment on two of your classmate’s postings.

Module 2
Topics: Classroom Management as Discipline – Behavioral and Assertive Approaches

Learning Objective(s):
1. Discuss the principles behind a behavioral approach and an assertive approach to classroom management to strengths and weaknesses of the approaches.
2. Evaluate the role of extrinsic rewards on students’ behavior and establish appropriate reward strategies for students and for classwide recognition.
3. Develop behavioral and assertive strategies for classroom management.
4. Describe behavioral and assertive techniques and determine whether to incorporate them into a classroom strategy.
5. Discuss the importance of the first day of class.

Reading:
- Emmer – Chapter 3
- Hardin – Chapters 2 and 3
- Payne – None
- Read INTASC Standards 2, 5, 9 and 10

Assignments:
- Submit HW#2 – Read and respond to the two scenarios by answering the questions following each scenario.
  a. Eleventh grade history teacher Mr. Bilyeu is having a problem with his fifth-period class. At the beginning of the semester a few students were tardy for class. He thought it best to ignore the students to continue with his lectures. Now, almost half the students in his fifth-period class are tardy for class.

   Q1 – How can behavioral (behaviorist) approaches presented in the class readings be used to resolve the problem?
   Q2 – How would you handle this situation? Would you use a behavioral approach? Which specific techniques would you use? Why?

  b. Ninth-grade social studies teacher Mrs. Cansler is having a problem with one of her students, Cary. Cary arrives each day without the required materials. Some days it is a pencil; other days it is his textbook. Each day Cary asks to return to his locker to retrieve a forgotten item. Mrs. Cansler feels she is in a situation. If she allows Cary to return to his locker, she loses valuable instructional time. If she refuses, he is unable to do his work.

   Q1 – How could the principles of Assertive Discipline be used to change Cary's behavior?
   Q2 – What could go wrong with using this approach? Explain how you would handle this within the framework of Assertive Discipline, or explain why/how you would abandon this approach in favor of another strategy.

- Participate in Forum Two – How much “ownership” of their class can you extend to your students? How would you reward them for doing a “good” job or punish them for doing a “poor” job? Is there too much emphasis on extrinsic rewards in classrooms today? Post your comments into the Forum and comment on two of your classmate’s postings.

Module 3
Topics: Classroom Management as Discipline cont’d – Positive and Cooperative Approaches

Learning Objective(s):
1. Discuss the principles of Positive Classroom Discipline.
2. Explain the impact of nonverbal communication in setting limits in the classroom.
3. Apply Positive Discipline in the Classroom
4. Evaluate classroom seating and materials arrangement in maintaining appropriate classroom control.
5. Evaluate the relationship between instruction and classroom management.
6. Describe the key points about human behavior and classroom management drawn from the research of:
   a. Jones
   b. Adler
   c. Dreikurs
   d. Albert
   e. Nelson
7. Identify alternative classroom management systems and explain what motivates student behavior.
8. Describe how the social structure of a classroom can be identified using a sociogram.
9. Discuss the research concerning the use of consequences as an alternative to traditional punishment.
10. Describe the principles of Cooperative Discipline

Reading:
- Emmer – Chapter 4
- Hardin – Chapters 4 and 5
- Payne – None
- Read INTASC Standards 2, 5, 8, and 9

Assignments:
- Submit HW#3 – Jones’s model has been called an “in your face” approach. Please answer the following questions:
  o Should instruction be terminated when discipline is needed? That is, should discipline take precedence over instruction, as Jones suggests? Explain your reason.
  o How “in your face” is this model? How might a teacher’s manner and tone affect the students and the overall effectiveness of this model?
  o What types of students might not respond to Jones’s approach? Why?
  o Do you agree with Jones’s philosophy about group productivity? Why or why not?
  o Can this model be used along with other strategies you found in this week’s readings, or would that lead to confusion and inconsistencies?
- Participate in Forum Three: Cooperative discipline theory provides for a more individual approach to discipline. Which do you consider more critical – to be consistent or to deal with students as individuals? In your discussion reference the principles and perspectives of Emmer and of those theorists cited in the Hardin text reading for this week. Post your comments into the Forum and comment on two of your classmate’s postings.
- In a short email to your professor notify your professor about your plan to complete your case study prior to the end of this course.
Module 4

**Topics:** Hypothetical and real-life case studies to formulate solutions to problem situations in a classroom environment.

**Learning Objective(s):**
1. Identify and address disruptive events in the classroom.
2. Identify different personalities of students in the classroom.
3. Recognize that some disruptive events are generated outside of the classroom by a larger system.
4. Develop and improve classroom management strategies.
5. Experience use of a simulation in the classroom.

**Reading:**
- Emmer – Review chapters 1 - 4
- Hardin – None
- Payne – Read Entire Book
- Read INTASC Standards 3 and 5

**Assignments:**
- Complete and submit Module 4 Observational Scenarios during the first week of the module. Based on your observational experiences, describe four (4) scenarios involving disruptive behavior. Each scenario should be at least 1-2 pages long and include detailed information about student characteristics, the school setting, etc. Note - please use pseudonyms for students and schools described. Submit the assignment by midnight on Friday of the first week of the module.
- Participate in the Forum Four discussion during the second week of the module. During the second week of the module, your instructor will post some of the homework scenarios in the Module 4 Forum. You will choose two of the scenarios, assess the problems and provide a description of how you would handle each situation. Cite the theoretical basis for your course of action. Also, you will need to cite policy for the school in which you are observing to support your course of action. If there is no clear policy related to the scenario, state this. Complete your assessments by Wednesday night of the second week of the module.

Module 5

**Topics:** Classroom Management as a System

**Learning Objective(s):**
1. Discuss knowledge about human behavior drawn from:
   a. Reality Therapy
   b. Control Theory
   c. Choice Theory
2. Apply techniques from:
   a. Reality Therapy
   b. Choice Theory
3. Discuss the essential elements of a Quality School.
4. Describe Glasser’s concepts for classroom management and discuss how you can incorporate them into your classroom.
5. Evaluate curriculum for relevance to students’ lives.
6. Explain how classroom meetings can help manage curriculum and discipline problems.
7. Evaluate the impact of teaching style and strategies on discipline.
8. Prevent situations that require discipline from occurring.
9. Discuss strategies for dealing with students with the potential for violence and aggression.
10. Explain techniques for involving students in resolving classroom problems.
11. Distinguish between productive praise and evaluative praise.
12. Describe the principles behind Classroom Organization and Management Program (COMP).
13. Describe an effective classroom manager.

Reading:
- Emmer – Chapter 5
- Hardin – Chapters 6 – 9
- Payne – None
- Read INTASC Standards 1, 2, 4, 6, and 9

Assignments:
- Submit HW#4 – Submit Homework #4 -
  o a) Which strategies from "Building a Community" would you incorporate into your overall classroom management plan? Explain your reasoning along with the type/age of classroom you envision.
  o b) As a way to demonstrate your ideas, go back to the scenarios from the last module. Select one and briefly describe the situation. Then describe the community-building strategies you would use to solve the problem.
- Participate in Forum Discussion # 5 – In Ms. Resnik’s tenth-grade history class, students frequently get into arguments. Most of these altercations begin when one student calls another student a derogatory name. When Ms. Resnik intervenes, Ms. Resnik usually hears, “I was only kidding.” Regardless of the intent, the result is loss of connection, hurt feelings, and adversarial feelings between students. How can Ms. Resnik change the behavior of her tenth-grade students? Post your comments into the Forum and comment on two of your classmate’s postings.
  o What learning community dynamics may have caused this event to occur? What suggestions would you give Ms. Resnik for dealing with this? What would you suggest or do? Explain your reasoning. Post your comments into the discussion board in the first week of the module.
  o Comment on at least two of your classmate’s postings by the end of the second week. (In the week of replies, also address to what extent the scenarios proposed need to be handled at the class level and individual level.)

Module 6

Topics: Classroom Management as Instruction

Learning Objective(s):
1. Evaluate the philosophical tenets upon which Inner Discipline is based.
2. Discuss the principles of Reconciliatory Justice.
3. Evaluate classrooms to determine if they are:
a. Jellyfish
b. Brickwall
c. Backbone

4. Differentiate between punishment and discipline.
5. Describe “Skillstreaming” and evaluate the curriculum of Skillstreaming.
6. Determine appropriate instructional strategies to be used in developing social skills to include:
   a. listening
   b. summarization
   c. sharing
   d. taking turns
   e. giving support

Reading:
- Emmer – Chapter 6
- Hardin – Chapters 10 and 11
- Payne – None
- Read INTASC Standards 1 – 5, 7, and 9

Assignments:
- Submit HW#5 – Please answer these two questions:
  1. Which tenets of Inner Discipline match your personal philosophy of classroom management and apply? Which do you disagree with and would not apply? Why? (And does the age or type of students deal with influence your views?)
  2. What value do you see in Reconciliatory Justice in the classroom? How could you use the concept in the classroom? (Consider the age and type of students you work with, as well as time constraints and factors that might influence your use of this strategy.)

- Participate in Forum Discussion # 6 – Mr. Gatlin has divided his 5th grade class into groups of 4 for the unit on ancient Greece. He has carefully comprised each group so that there is a fair distribution of abilities, leadership, etc. By the third day, problems have arisen:
  o One group is complaining that Zeke is not participating and doing his share, even after he voiced enthusiasm and volunteered to do a certain part of the work.
  o Another group is complaining that Rebecca is being too bossy and not letting everyone have an equal voice. Rebecca complains that the group is too disorganized, acts silly sometimes, and she will fail if she doesn't take charge.

What kinds of actions should Mr. Gatlin take for each situation? Why? What in the readings can back your ideas?

Post your comments into the discussion board and comment on two of your classmate's postings.

Module 7

Topics:
- Conflict resolution and Peer Mediation
- Judicious Discipline
Learning Objective(s):
1. Describe the difference between conflict resolution and peer mediation.
2. Apply conflict resolution and peer mediation skills in the classroom.
3. Explain the basic reasons conflict occurs in the classroom.
4. Describe Judicious Discipline, how it can bond students to the school community, and how it can be applied in the classroom.
5. Explain due process and the rights guaranteed by the United States Constitution.
6. Establish classroom rules based on the 1st, 4th, and 14th Amendments to the U.S. Constitution.

Reading:
- Emmer – Chapters 7 - 9
- Hardin – Chapters 12 and 13
- Payne – None
- Read INTASC Standards 3 and 9

Assignments:
- Submit HW#6 – Answer these questions in a discussion of the theme of this module:
  - Do you consider conflict resolution to be a solution to all conflicts that occur in schools? Why or why not?
  - Are there types of students or students of certain grade levels who might not respond to conflict resolution? What maturational, social/emotional, or cognitive factors could affect the success of conflict resolution?
  - Are there types of conflict that could be negotiated and resolved, but only if mediated by adults rather than by peer mediators? Explain your rationale.

- Participate in Forum Discussion # 7 – A committee of faculty, administrators and parents at your school is reviewing the school’s zero-tolerance policy. They incorporated the policy two years ago as a response to an increased number of fights at the school. Most of the fights were the result of simple misunderstandings and have been resolved before punches were thrown. The committee fears that a reversal in the zero-tolerance policy will send a message that violence is tolerated, but the committee also realizes the policy creates more problems than it resolves. Answer the question - What could be done to provide an alternative to the zero-tolerance policy?
Post your comments into the Forum and comment on two of your classmates’ postings.

Module 8

Topics:
- Classroom Management and Diverse Students, Students with Disabilities, and At-Risk Students
- Meeting the needs of the Teacher, the Students, and the School Environment

Learning Objective(s):
1. Describe strategies that create a classroom environment that respects individual differences.
2. Use knowledge of different cultural contexts in managing student behavior and developing classroom management plans.
3. Implement culturally sensitive communication by and among all students in the classroom.
4. Identify students who have a tendency towards violent or abusive behavior.
5. Evaluate the impact of a:
   a. teacher’s philosophy, personality, and style on the selection of a classroom management plan
teaching strategies on a classroom management plan
b. teacher-centered or student-centered approach to classroom management
6. Describe ways to prevent student misbehavior.
7. Discuss how the school environment impacts individual management plans.

Reading:
- Emmer – Chapter 10
- Hardin – Chapters 14 and 15
- Payne – None
- Review all INTASC Standards

Assignments:
- Submit HW#7 – Review your HW#1 submitted assignment and reflect upon your initial position about classroom management. In what ways has it changed during this course?
- Submit Case Study lesson plan and reflective notes.
- Participate in Forum Discussion #8 – What will you do to prevent behavioral problems in your classroom when problems arise, how will you correct them? Compose an action plan that covers both problem prevention and correction.
  Post your comments into the Forum and comment on two of your classmates’ postings.